




# The Library as a Learning Organization

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Adapting for Continuous Improvement through Training and Development



Training is a principle method for adapting an organization's workforce to a changing environment

# Agenda

Introduction

Instructional design

Assessment

Learning outcomes

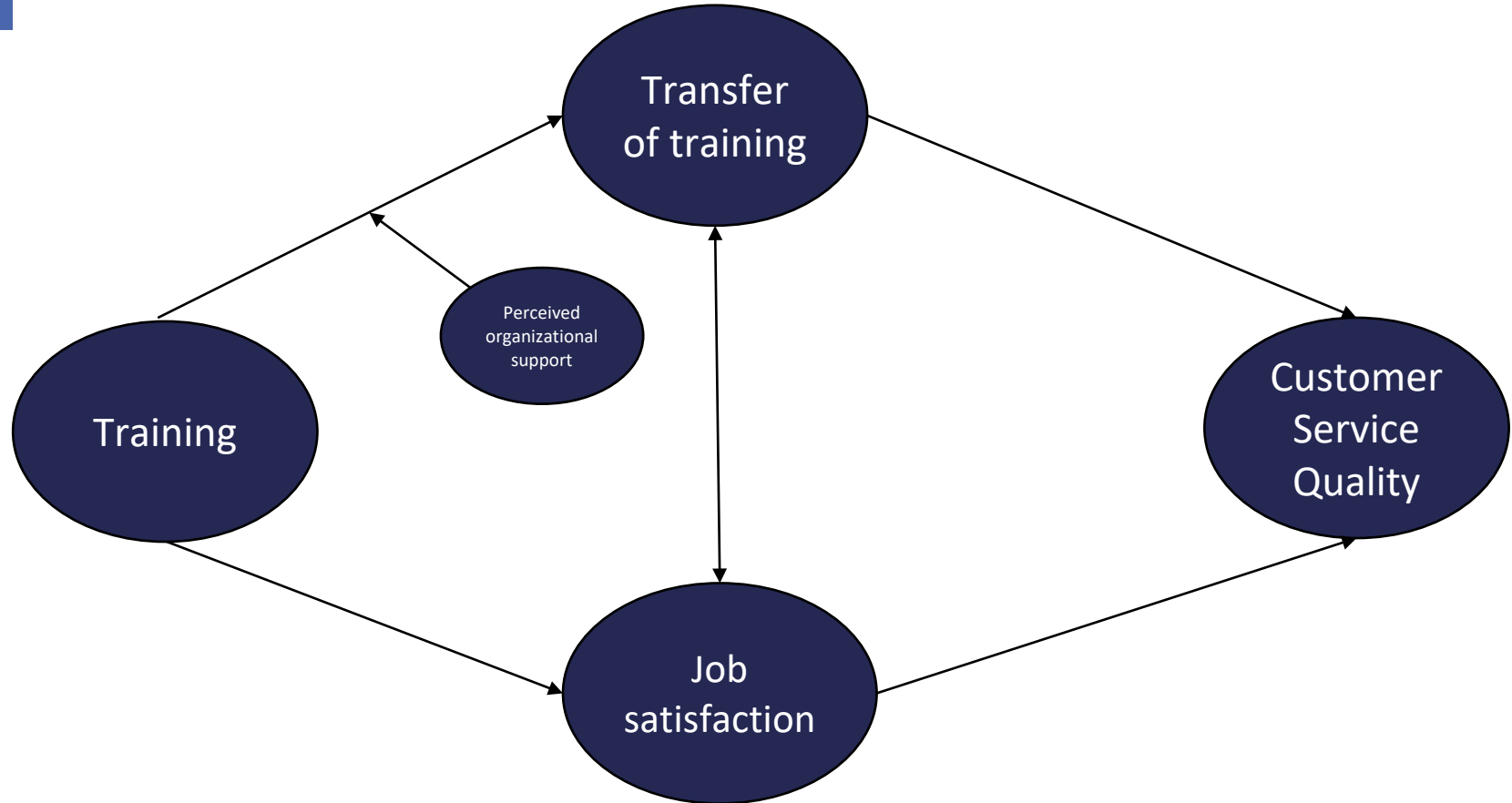
Training plans

Questions

Next steps



# Introduction



# Instructional design



# Adult learning theories



Learning must be relevant



Learning must tap into prior knowledge



Learning must be timely



Learning must be experiential

# Instructional design models

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ADDIE

Dick and Carey

Backward  
Design

Bloom's  
Taxonomy

Cathy Moore's  
Action Mapping

Is training  
necessary?



Motivation



Environment



Knowledge



Skills





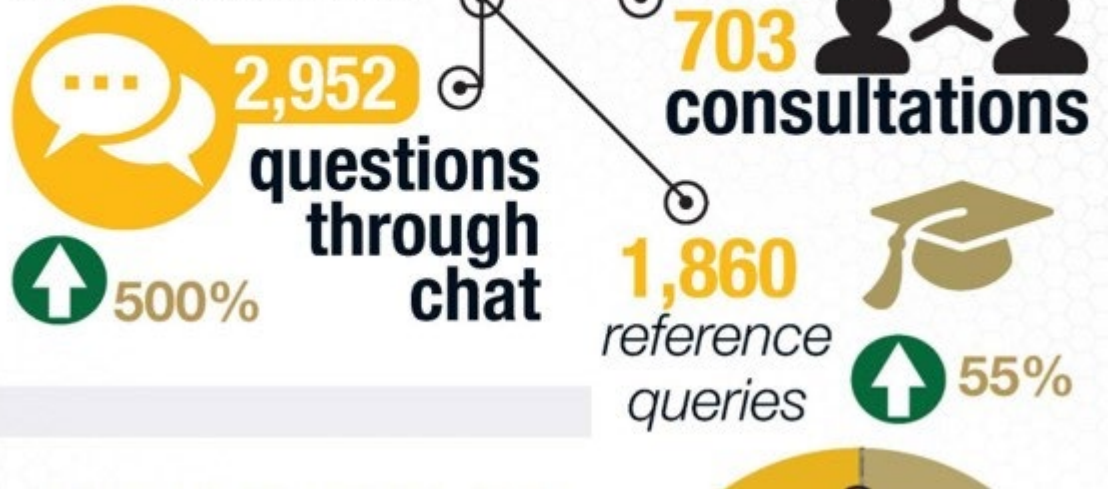
# Assessment

# Meaningful assessment

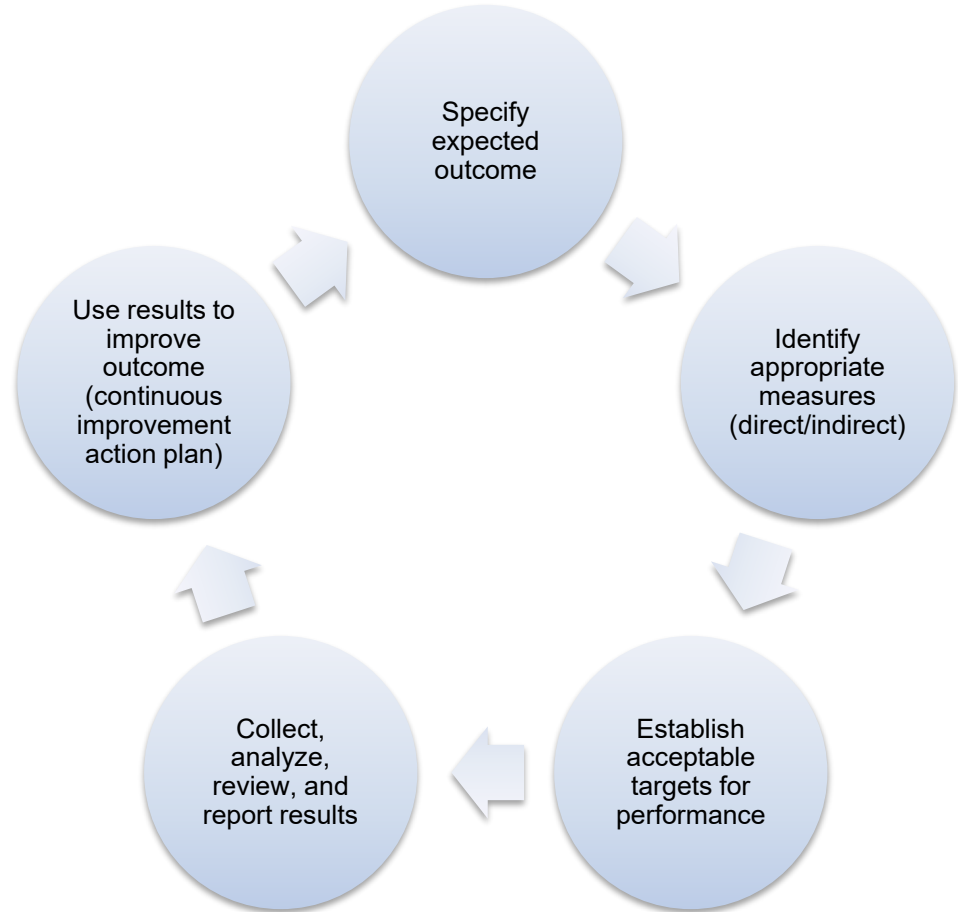
What is the problem that  
training can solve?

## REFERENCE HELP: 2020

As always, the faculty and staff of the Library are here to help. Whether it's in-depth research or simple consultations, we see thousands of students and faculty a year.



# Continuous Improvement





Learning outcomes





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# Learning outcomes go ABCD

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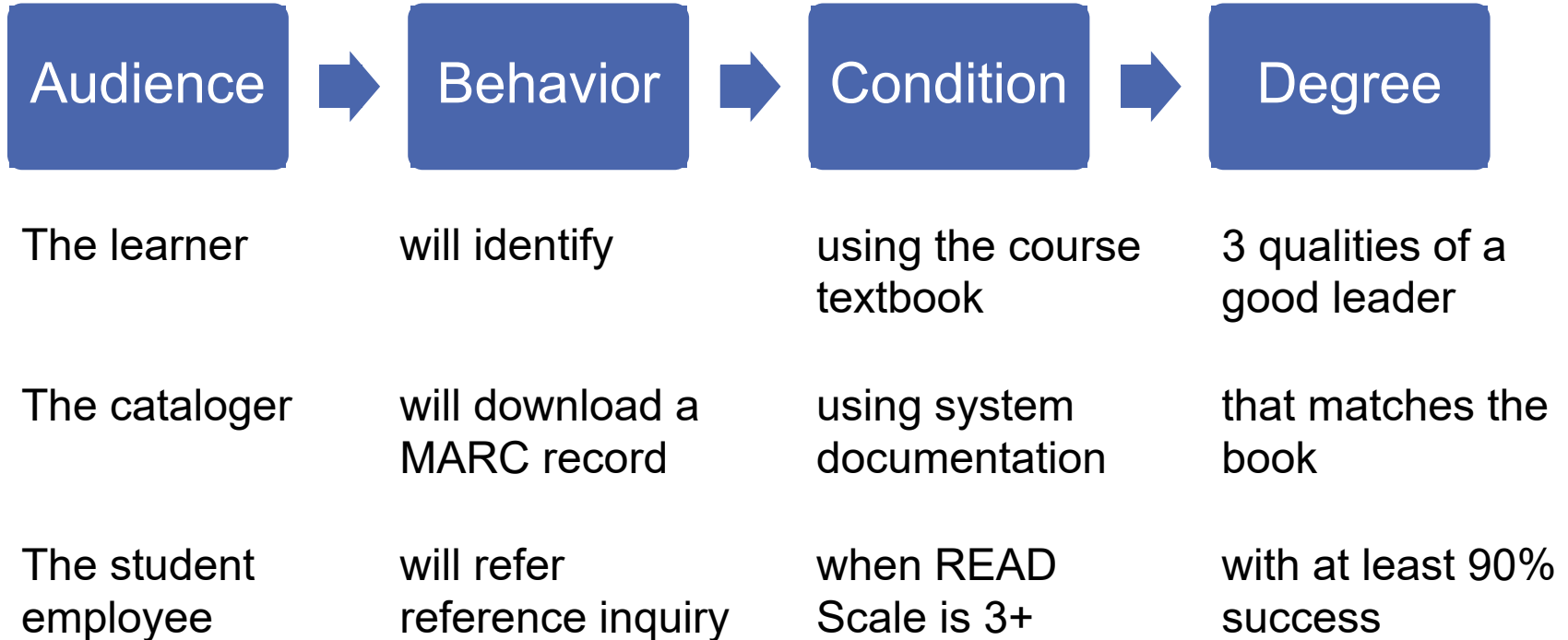
Audience (who)

Behavior (will do what)

Condition (when, how, with assistance, etc.)

Degree (how well)

# ABCD



# Learning outcomes are SMART

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SPECIFIC



MEASURABLE



ATTAINABLE



RELEVANT



TIME-BOUND

# SMART?

- After five lessons, the student will be able to juggle 3 balls for 1 minute without dropping them more than once



# SMART?

- By the end of this training, the learner will be able to describe the process for checking out items to patron

# SMART?

- By the end of the workshop, the student will know how to use library databases

# SMART?

- By the end of the workshop, the student will know how to use **Boolean operators and wildcards** in library databases

# SMART?

- The learner will understand stacks maintenance

~~KNOW~~

~~UNDERSTAND~~

# SMART?

- ~~• The learner will understand stacks maintenance~~
- How will I know that the learner understands stacks maintenance?

# SMART?

- ~~• The learner will understand course reserves~~
- How will I know that the learner understands stacks maintenance?

Can sort a list of call numbers

Can identify a book that is in need of repair

Can safely place or remove books from the shelf

Using proper equipment, can dust book shelves

# Build a SMART learning outcome

- ~~• The learner will understand stacks maintenance~~
- At the end of the training, the learner will sort six shelves of books by call number with 90% accuracy.



# Blooms verbs

## Remember

Arrange  
Define  
Locate  
Recall  
Recite  
Describe  
Repeat  
Identify  
Select  
Quote  
Label  
Copy  
List  
Name  
State

## Understand

Classify  
Describe  
Identify  
Indicate  
Organize  
Interpret  
Illustrate  
Reorganize  
Translate  
Paraphrase  
Summarize  
Transform  
Discuss  
Explain  
Defend  
Compare  
Report  
Restate  
Review  
Rewrite

## Apply

Calculate  
Construct  
Demonstrate  
Estimate  
Illustrate  
Interpret  
Appraise  
Contrast  
Criticize  
Diagnose  
Identify  
Classify

## Analyze

Combine  
Figure  
Find  
Sketch  
Solve  
Predict  
Change  
Survey  
Compare  
Diagram  
Examine  
Test  
Modify

## Evaluate

Appraise  
Argue  
Assess  
Defend  
Estimate  
Judge  
Predict  
Qualify  
Rate  
Support  
Critique  
Recommend

## Create

Arrange  
Assemble  
Compose  
Design  
Devise  
Formulate  
Invent  
Manage  
Modify  
Organize  
Plan  
Prepare  
Produce  
Propose  
Set Up  
Verify  
Construct  
Develop

## Activity - [https://bit.ly/access\\_services2021](https://bit.ly/access_services2021)

1. Use the ABCD handout
2. Think of something you'd like to train someone to do
3. List the components: Audience, Behavior, Condition, Degree
4. Reference the list of Bloom's verbs on the back of the handout
5. Write your learning outcome
6. Share with your neighbor
7. Is your learning outcome SMART?

A black pen with a barcode label and a metal stapler are resting on a wooden surface. The pen has a white label with a barcode and the numbers '49 02505 154881'. The stapler is silver and has a series of horizontal lines on its side.

# Training plans

# Training plan and timetable (Access Services)

	Person A	Person B	Person C	Changes in Production
Public Services	✓	★		
Course Reserves	✓		✓	
Interlibrary Loan			✓	
Document Delivery	✓	✓		
Stacks Maintenance	✓	02/01	02/01	Need 2 more people in March
Facilities		✓		
Turn Over Work performance		Needs more training in Course Reserves		

# Training plan and timetable

## (Specific area: Public Services)

### Levels legend:

- - can train others
- - can perform work
- - needs training

	Customer Service	Circulation	Reference	Lost and Found	Emergency Procedures
Person A	○	○			□
Person B	○				
Person C	●	●			●
Person D	○			○	

## Team Members



**Needs Training**

Name

Name

+ Add a card



## Public Services



Link to training documentation



Public Services - Basic Skills

Public Services - Advanced Skills

Public Services - Reference Referral  
Process

☰ ☑ 0/5

Name Public Services Basic Skills

🕒 Dec 15

**Trainer**

Name - Public Service Advanced Skills

+ Add a card



## Course Reserves



Link to training documentation

Course Reserves - Basic Skills

Course Reserves - Advanced Skills

+ Add a card



## Public Services - Reference Referral Process

in list [Public Services](#)



### Description

Edit

When it is determined an employee/student will be assigned training:

- Add card with their name to the list
- Copy the checklist below to their card
- Assign due date
- Employee will check off each item as they become proficient



### Reference Referral Steps

Delete

0%



Greet the user



Receive question



What is the user status? Emory/Non-Emory? Might have implications on access to spaces/resources



Assess level of inquiry using the READ scale



Answer question in level 1-2 on READ scale

Add to card



Members



Labels



Checklist



Dates



Attachment



Cover



Custom Fields

Add dropdowns, text fields, dates, and more to your cards.



Upgrade

Power-Ups



Add Power-Ups





Q&A



The background of the image is a blurred photograph of a library or bookstore. On the left side, there are wooden bookshelves filled with books. The right side of the image shows a bright, out-of-focus area with warm, yellowish light, possibly from ceiling lights or large windows, creating a bokeh effect. The overall atmosphere is warm and intellectual.

**Potential future research**

# References

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# Thank you!

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